

# New York State School Report Card Comprehensive Information Report

BEDS Code : 02-23-02-04-0001  
 Name : Cuba-Rushford High School  
 Principal: Judi Mccarthy

Grade Range : 9-12

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	65	92	0
Ungraded Elementary	0	0	0
Seventh	97	69	0
Eighth	116	92	0
Ninth	110	112	86
Tenth	92	91	109
Eleventh	92	82	80
Twelfth	80	104	81
Ungraded Secondary	1	0	0
Total K-12 Enrollment	653	642	356

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.1%	7	1.1%	3	0.8%
Black (Not Hispanic)	4	0.6%	4	0.6%	3	0.8%
Hispanic	3	0.5%	7	1.1%	2	0.6%
White (Not Hispanic)	639	97.9%	624	97.2%	348	97.8%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	2	0.3%	1	0.3%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	22	0
English Grade 8	24	16	18
Mathematics Grade 8	24	19	0
Science Grade 8	28	30	0
Social Studies Grade 8	23	19	0
English Grade 10	18	20	22
Mathematics Grade 10	19	20	20
Science Grade 10	21	20	9
Social Studies Grade 10	40	24	0

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Attendance and Suspension**

	<b>1998–1999</b>		<b>1999–2000</b>		<b>2000–2001</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.8%		94.8%		95.2%
<b>Student Suspensions</b>	12	1.7%	37	5.7%	51	7.9%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	20.7%	13.6%	10.4%
<b>Reduced Lunch</b>	11.0%	10.1%	9.3%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	96%	98%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	21
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching out of Certification*	2
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	81	47	58%	91	48	53%	72	49	68%
Students with Disabilities	4	0	0%	4	0	0%	3	0	0%
All Students	85	47	55%	95	48	51%	75	49	65%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	33	28	0	2	6	6
Percent	44%	37%	0%	3%	8%	8%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
3	0	3	6

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					3	0.8%
	Entered GED Program*					0	0.0%
	Total Noncompleters					3	0.8%
Students with Disabilities	Dropped Out					1	0.3%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.3%
All Students	Dropped Out	5	1.3%	9	2.3%	4	1.1%
	Entered GED Program*	2	0.5%	0	0.0%	0	0.0%
	Total Noncompleters	7	1.9%	9	2.3%	4	1.1%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	3	#	4	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	25%	0	0%	0	0%
U.S. Hist & Gov't	9	44%	0	0%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	100%	2	#	3	#
Science	0	0%	3	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	1	#	3	#
Global Studies	0	0%	4	#	4	#
U.S. Hist & Gov't	0	0%	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	97	78	87	6	5	6
Number Scoring 55–100	96	75	79	6	2	1
Number Scoring 65–100	86	74	73	4	2	1
Number Scoring 85–100	7	33	34	0	1	0
Percentage of Tested Scoring 55–100	99%	96%	91%	100%	40%	17%
Percentage of Tested Scoring 65–100	89%	95%	84%	67%	40%	17%
Percentage of Tested Scoring 85–100	7%	42%	39%	0%	20%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	92	100	4	2	8	0
Number Scoring 55–100	81	85	#	#	3	0
Number Scoring 65–100	78	81	#	#	3	0
Number Scoring 85–100	48	43	#	#	1	0
Percentage of Tested Scoring 55–100	88%	85%	#	#	38%	0%
Percentage of Tested Scoring 65–100	85%	81%	#	#	38%	0%
Percentage of Tested Scoring 85–100	52%	43%	#	#	12%	0%
<b>Mathematics A</b>						
Number Tested	0	0	26	0	0	7
Number Scoring 55–100	0	0	22	0	0	6
Number Scoring 65–100	0	0	9	0	0	2
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	0%	35%	0%	0%	29%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	49			5		
Number Scoring 55–100	44			4		
Number Scoring 65–100	38			1		
Number Scoring 85–100	20			1		
Percentage of Tested Scoring 55–100	90%			80%		
Percentage of Tested Scoring 65–100	78%			20%		
Percentage of Tested Scoring 85–100	41%			20%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	97	97	121	5	12	13
Number Scoring 55–100	90	94	106	4	9	8
Number Scoring 65–100	75	78	79	1	4	2
Number Scoring 85–100	20	21	25	1	0	0
Percentage of Tested Scoring 55–100	93%	97%	88%	80%	75%	62%
Percentage of Tested Scoring 65–100	77%	80%	65%	20%	33%	15%
Percentage of Tested Scoring 85–100	21%	22%	21%	20%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	104	14		3	0	
Number Scoring 55–100	91	12		#	0	
Number Scoring 65–100	68	8		#	0	
Number Scoring 85–100	17	0		#	0	
Percentage of Tested Scoring 55–100	88%	86%		#	0%	
Percentage of Tested Scoring 65–100	65%	57%		#	0%	
Percentage of Tested Scoring 85–100	16%	0%		#	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		82	85		4	8
Number Scoring 55–100		78	80		#	5
Number Scoring 65–100		71	71		#	1
Number Scoring 85–100		39	30		#	0
Percentage of Tested Scoring 55–100		95%	94%		#	62%
Percentage of Tested Scoring 65–100		87%	84%		#	12%
Percentage of Tested Scoring 85–100		48%	35%		#	0%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		74	72		1	1
Number Scoring 55–100		72	71		#	#
Number Scoring 65–100		71	65		#	#
Number Scoring 85–100		28	23		#	#
Percentage of Tested Scoring 55–100		97%	99%		#	#
Percentage of Tested Scoring 65–100		96%	90%		#	#
Percentage of Tested Scoring 85–100		38%	32%		#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		100	79		6	8
Number Scoring 55–100		87	76		4	8
Number Scoring 65–100		64	69		2	6
Number Scoring 85–100		22	14		0	0
Percentage of Tested Scoring 55–100		87%	96%		67%	100%
Percentage of Tested Scoring 65–100		64%	87%		33%	75%
Percentage of Tested Scoring 85–100		22%	18%		0%	0%

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	91	84	101	90	92
2001	121	99	93	113	107
2002	87	109	80	78	89

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	5	2	9	1	4
2001	10	12	8	12	11
2002	7	8	3	2	5

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	92	107	89	4	11	5
<b>Comprehensive French</b>						
Number Tested	27	24	15	0	0	0
Number Scoring 55–100	27	24	14	0	0	0
Number Scoring 65–100	24	22	12	0	0	0
Number Scoring 85–100	8	19	7	0	0	0
Percentage of AGE Tested	29%	22%	17%	0%	0%	0%
Percentage of AGE Scoring 55–100	29%	22%	16%	0%	0%	0%
Percentage of AGE Scoring 65–100	26%	21%	13%	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	18%	8%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	92%	80%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	92	107	89	4	11	5
<b>Comprehensive Spanish</b>						
Number Tested	28	34	34	0	0	0
Number Scoring 55–100	25	33	34	0	0	0
Number Scoring 65–100	19	33	34	0	0	0
Number Scoring 85–100	0	22	25	0	0	0
Percentage of AGE Tested	30%	32%	38%	0%	0%	0%
Percentage of AGE Scoring 55–100	27%	31%	38%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	31%	38%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	21%	28%	0%	0%	0%
Percentage of Tested Scoring 65–100	68%	97%	100%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	92	107	89	4	11	5
<b>Sequential Mathematics, Course II</b>						
Number Tested	82	75	72	2	0	2
Number Scoring 55–100	73	67	67	#	0	#
Number Scoring 65–100	63	62	64	#	0	#
Number Scoring 85–100	27	38	34	#	0	#
Percentage of AGE Tested	89%	70%	81%	#	0%	#
Percentage of AGE Scoring 55–100	79%	63%	75%	#	0%	#
Percentage of AGE Scoring 65–100	68%	58%	72%	#	0%	#
Percentage of AGE Scoring 85–100	29%	36%	38%	#	0%	#
Percentage of Tested Scoring 65–100	77%	83%	89%	#	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	65	45	54	1	0	0
Number Scoring 55–100	55	42	54	#	0	0
Number Scoring 65–100	50	40	53	#	0	0
Number Scoring 85–100	29	20	32	#	0	0
Percentage of AGE Tested	71%	42%	61%	#	0%	0%
Percentage of AGE Scoring 55–100	60%	39%	61%	#	0%	0%
Percentage of AGE Scoring 65–100	54%	37%	60%	#	0%	0%
Percentage of AGE Scoring 85–100	32%	19%	36%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	89%	98%	#	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	92	107	89	4	11	5
<b>Earth Science (last administered January 2001)</b>						
Number Tested	115	8		5	0	
Number Scoring 55–100	94	6		1	0	
Number Scoring 65–100	82	2		0	0	
Number Scoring 85–100	21	0		0	0	
Percentage of AGE Tested	125%	7%		125%	0%	
Percentage of AGE Scoring 55–100	102%	6%		25%	0%	
Percentage of AGE Scoring 65–100	89%	2%		0%	0%	
Percentage of AGE Scoring 85–100	23%	0%		0%	0%	
Percentage of Tested Scoring 65–100	71%	25%		0%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	89	22		1	0	
Number Scoring 55–100	84	21		#	0	
Number Scoring 65–100	70	18		#	0	
Number Scoring 85–100	25	5		#	0	
Percentage of AGE Tested	97%	21%		#	0%	
Percentage of AGE Scoring 55–100	91%	20%		#	0%	
Percentage of AGE Scoring 65–100	76%	17%		#	0%	
Percentage of AGE Scoring 85–100	27%	5%		#	0%	
Percentage of Tested Scoring 65–100	79%	82%		#	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	44	62	1	0	0	0
Number Scoring 55–100	34	57	#	0	0	0
Number Scoring 65–100	21	50	#	0	0	0
Number Scoring 85–100	4	19	#	0	0	0
Percentage of AGE Tested	48%	58%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	37%	53%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	23%	47%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	4%	18%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	48%	81%	#	0%	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	92	107	89	4	11	5
<b>Physics (last administered January 2002)</b>						
Number Tested	28	13	0	0	0	0
Number Scoring 55–100	22	12	0	0	0	0
Number Scoring 65–100	20	10	0	0	0	0
Number Scoring 85–100	4	3	0	0	0	0
Percentage of AGE Tested	30%	12%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	24%	11%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	22%	9%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	4%	3%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	77%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			45			0
Number Scoring 55–100			45			0
Number Scoring 65–100			30			0
Number Scoring 85–100			8			0
Percentage of AGE Tested			51%			0%
Percentage of AGE Scoring 55–100			51%			0%
Percentage of AGE Scoring 65–100			34%			0%
Percentage of AGE Scoring 85–100			9%			0%
Percentage of Tested Scoring 65–100			67%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			30			0
Number Scoring 55–100			30			0
Number Scoring 65–100			25			0
Number Scoring 85–100			8			0
Percentage of AGE Tested			34%			0%
Percentage of AGE Scoring 55–100			34%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			9%			0%
Percentage of Tested Scoring 65–100			83%			0%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	95%	71	100%	45	100%
Students with Disabilities	4	#	10	100%	12	100%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

# New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

## 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	75	75	4	4	79	79
Number Scoring 55–64	#	#	#	#	7	1
Number Scoring 65–84	#	#	#	#	46	31
Number Scoring 85–100	#	#	#	#	20	38
Approved Alternatives	#	#	#	#	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	79	5	84
Number Scoring 55–64	7	1	8
Number Scoring 65–84	44	2	46
Number Scoring 85–100	27	0	27
Approved Alternatives	0	0	0

(Form – O)